

# The Children's School at Sylvia Circle

929 Sylvia Circle  
Rock Hill, SC 29730

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	267 Students	
<b>Principal</b>	Kiersten Byrd	803-981-1380
<b>Superintendent</b>	Dr. Randy Bridges	803-981-1000
<b>Board Chair</b>	Bob Norwood	803-981-1000

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	46	20	0	0

### IMPROVEMENT RATING

### GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

### ADEQUATE YEARLY PROGRESS

### YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	N/A	N/A	N/A
<b>2003</b>	Average	Average	Yes
<b>2004</b>	Average	Unsatisfactory	Yes
<b>2005</b>	Average	Good	Yes

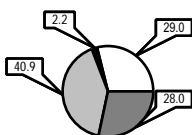
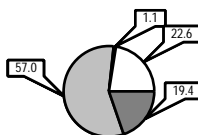
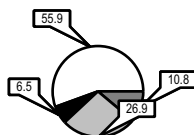
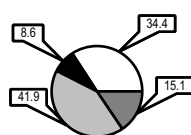
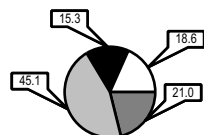
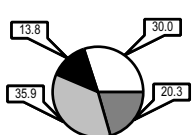
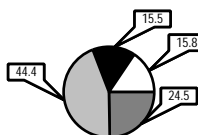
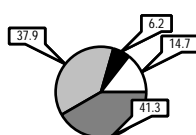
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

100.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	96	100.0	29.0	40.9	28.0	2.2	36.6	Yes	Yes
<b>Gender</b>									
Male	53	100.0	28.0	40.0	28.0	4.0	42.0		
Female	43	100.0	30.2	41.9	27.9	0.0	30.2		
<b>Racial/Ethnic Group</b>									
White	20	100.0	5.3	15.8	68.4	10.5	84.2	I/S	I/S
African American	73	100.0	36.6	46.5	16.9	0.0	23.9	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	86	100.0	26.2	40.5	31.0	2.4	40.5		
Disabled	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	96	100.0	29.0	40.9	28.0	2.2	36.6		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	96	100.0	29.0	40.9	28.0	2.2	36.6		
<b>Socio-Economic Status</b>									
Subsidized meals	61	100.0	35.6	49.2	15.3	0.0	22.0	Yes	Yes
Full-pay meals	35	100.0	17.6	26.5	50.0	5.9	61.8		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	96	100.0	22.6	57.0	19.4	1.1	34.4	Yes	Yes
<b>Gender</b>									
Male	53	100.0	22.0	48.0	28.0	2.0	38.0		
Female	43	100.0	23.3	67.4	9.3	0.0	30.2		
<b>Racial/Ethnic Group</b>									
White	20	100.0	5.3	42.1	47.4	5.3	73.7	I/S	I/S
African American	73	100.0	28.2	62.0	9.9	0.0	21.1	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	86	100.0	17.9	59.5	21.4	1.2	38.1		
Disabled	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	96	100.0	22.6	57.0	19.4	1.1	34.4		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	96	100.0	22.6	57.0	19.4	1.1	34.4		
<b>Socio-Economic Status</b>									
Subsidized meals	61	100.0	28.8	61.0	10.2	0.0	22.0	Yes	Yes
Full-pay meals	35	100.0	11.8	50.0	35.3	2.9	55.9		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	96	100.0	55.9	26.9	10.8	6.5	17.2
<b>Gender</b>							
Male	53	100.0	50.0	22.0	16.0	12.0	28.0
Female	43	100.0	62.8	32.6	4.7	0.0	4.7
<b>Racial/Ethnic Group</b>							
White	20	100.0	26.3	21.1	31.6	21.1	52.6
African American	73	100.0	64.8	28.2	5.6	1.4	7.0
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	86	100.0	51.2	29.8	11.9	7.1	19.0
Disabled	10	100.0	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	96	100.0	55.9	26.9	10.8	6.5	17.2
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	96	100.0	55.9	26.9	10.8	6.5	17.2
<b>Socio-Economic Status</b>							
Subsidized meals	61	100.0	67.8	22.0	10.2	0.0	10.2
Full-pay meals	35	100.0	35.3	35.3	11.8	17.6	29.4

<b>Social Studies</b>							
All Students	96	100.0	34.4	41.9	15.1	8.6	23.7
<b>Gender</b>							
Male	53	100.0	28.0	44.0	14.0	14.0	28.0
Female	43	100.0	41.9	39.5	16.3	2.3	18.6
<b>Racial/Ethnic Group</b>							
White	20	100.0	10.5	26.3	26.3	36.8	63.2
African American	73	100.0	39.4	47.9	12.7	0.0	12.7
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	86	100.0	29.8	44.0	16.7	9.5	26.2
Disabled	10	100.0	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	96	100.0	34.4	41.9	15.1	8.6	23.7
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	96	100.0	34.4	41.9	15.1	8.6	23.7
<b>Socio-Economic Status</b>							
Subsidized meals	61	100.0	42.4	47.5	8.5	1.7	10.2
Full-pay meals	35	100.0	20.6	32.4	26.5	20.6	47.1

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	32	100.0	29.0	41.9	29.0	N/A	29.0
	4	27	100.0	33.3	45.8	20.8	N/A	20.8
	5	34	100.0	20.6	64.7	14.7	N/A	14.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	45	100.0	15.9	34.1	45.5	4.5	50.0
	4	28	100.0	46.2	38.5	15.4	0.0	15.4
	5	23	100.0	34.8	56.5	8.7	0.0	8.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	32	96.9	50.0	40.0	10.0	N/A	10.0
	4	27	100.0	45.8	41.7	12.5	N/A	12.5
	5	34	100.0	29.4	52.9	14.7	2.9	17.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	45	100.0	20.5	54.5	22.7	2.3	25.0
	4	28	100.0	30.8	50.0	19.2	0.0	19.2
	5	23	100.0	17.4	69.6	13.0	0.0	13.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	45	100.0	40.9	34.1	13.6	11.4	25.0
	4	28	100.0	61.5	26.9	11.5	0.0	11.5
	5	23	100.0	78.3	13.0	4.3	4.3	8.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	45	100.0	4.5	52.3	27.3	15.9	43.2
	4	28	100.0	61.5	34.6	3.8	0.0	3.8
	5	23	100.0	60.9	30.4	4.3	4.3	8.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 267)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	0.0%	Down from 0.7%	2.5%	3.0%
Attendance rate	97.6%	Up from 97.3%	96.5%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.2%	Up from 2.2%	3.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.0%	Down from 2.2%	2.7%	3.2%
Eligible for gifted and talented	3.1%	Up from 2.0%	18.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.1%	Up from 3.7%	7.7%	8.2%
Older than usual for grade	0.0%	No change	0.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.5%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n= 20)</b>				
Teachers with advanced degrees	30.0%	Up from 20.0%	53.9%	52.6%
Continuing contract teachers	85.0%	Up from 75.0%	84.4%	83.3%
Highly qualified teachers	100.0%	Up from 94.1%	93.2%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	88.4%	87.0%
Teacher attendance rate	94.3%	Down from 94.7%	94.9%	95.0%
Average teacher salary	\$41,253	Up 8.9%	\$42,905	\$41,703
Prof. development days/teacher	26.0 days	Down from 29.7 days	12.1 days	12.8 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	15.9 to 1	Down from 16.5 to 1	19.8 to 1	18.8 to 1
Prime instructional time	90.5%	Down from 90.7%	90.2%	89.8%
Dollars spent per pupil*	\$7,599	Down 4.7%	\$5,902	\$6,242
Percent of expenditures for teacher salaries*	56.1%	Up from 53.0%	66.6%	65.8%
Opportunities in the arts	Good	Up from Poor	Good	Good
Parents attending conferences	96.4%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Excellent	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	92.6%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The School Improvement Council of The Children's School at Sylvia Circle has prepared this summary report for the school's accomplishments for the 2004-05 school year and the priorities for the 2005-06 school year. To improve student achievement on PACT, computer and homework clubs met daily and/or weekly after school. In addition, students were leveled in reading and math and taught at their academic level. Multi-age instruction was utilized in grades 3-5 to meet the academic needs of the children. The outdoor learning center was used to support science instruction. Title I funds were used to purchase many math manipulatives to engage students in the learning of math. Professional development helped teachers to teach comprehension to their students. Over 1000 books were added to our library this year. The Fine Arts Program featured activities that included: swimming lessons for all students, the climbing wall, instrumentation, jazz instruction, graphic design, sculpture, karate, gymnastics, dance, vocal performance, and a study of the visual art masters. After-school clubs were added to provide children a variety of fine arts opportunities. The volunteer and business partner contributions were exceptional this year, bringing our volunteer hours to an all time high. We now have 24 active business partners that promote student achievement, school-community relations, strengthen our school resources, and mentor children. Our PTO was very actively involved in our school this year. At least one volunteer was present each day of the school year. Our cafeteria program allowed the children to serve themselves family style. All students participated in a technology class throughout the year. Research projects and classroom instruction was supported through technology in the media center and computer lab using the Big Six method of research. Americorp students, Winthrop students, and Rock Hill Teacher Cadets tutored in classes. A mentoring program was put into place to provide support to children in need of a caring adult. Additionally, many parents supported the teachers in their efforts to meet the needs of all students. Staff development activities include PACT score analysis, student engagement and Working On The Work, reading strategies, Montessori, Inquiry Based Learning and Technology in the classroom. Goals for 2005-06: The Children's School will continue to strive for improvement on PACT, teachers will work with district trainers in our Literacy initiative, and we will strive to become an award winning school by applying for The School of Promise, The Red Carpet School, and The Healthy Schools Awards. We will seek to become an A/MS accredited school.

Dan Ballou, SIC Chair  
Kiersten Byrd, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	19	27	12
<b>Percent satisfied with learning environment</b>	94.7%	85.2%	75.0%
<b>Percent satisfied with social and physical environment</b>	100.0%	70.4%	83.3%
<b>Percent satisfied with school-home relations</b>	89.5%	92.6%	58.3%

\*Only students at the highest elementary school grade level at this school and their parents were included.